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ABSTRACT

Intended for Head Start personnel, the manual outlines a recruitment campaign for identifying and enrolling children who have health impairments requiring special education and related services. Briefly covered are the following topics: rationale for the recruitment compaign; targets of recruitment (which include Head Start families, the general public, health and social services, and agencies serving the disabled); an overview of advertising; history of advertising; the use of newspapers, radio, television, outdoor advertising, and promotional activities (along with the advantages and disadvantages of each); detailed guidelines for using recruitment strategies; and evaluation of recruitment efforts. Appended are sample copy for a radio spot, a sample news release, a sample direct mail letter, a slide-tape script, and recruitment evaluation forms. (SBH)

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GUIDE TO RECRUITMENT

A MANUAL FOR HEAD START PERSONNEL IN RECRUITING HANDICAPPED CHILDREN

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INTRODUCTION

Project Head Start[1] is administered by the Office of Child Development, U. S. Department of Health, Education, and Welfare. It is a demonstration child development program providing comprehensive educational and social services, parent involvement and health services (including medical, dental, nutrition, and mental health services) to preschool children of low-income families.

Since its beginning in 1965, the number of handicapped children enrolled in the program has been relatively low. The U. S. Congress, concerned that the needs of preschool handicapped children were not being met, passed a law in October, 1972 to ensure places for them in Head Start.

The Congressional Mandate

The 1972 Amendments to the Economic Opportunity Act (P.L. 92-242) call for at least 10 percent of the nationwide enrollment in Head Start to consist of children who are handicapped and require special services.

The amendments also provide that no child now participating in Head Start shall be excluded from the program in the course of enrolling and serving children with handicaps.

Who Are the "Handicapped"?

The legislation defines handicapped children eligible for Head Start enrollment as "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired children who by reason thereof require special education and related services."

The legislative mandate makes it clear that, in addition to continuing to serve children with milder handicapping conditions, Head Start should also enroll and provide needed services to severely handicapped children.

OCD's approach to carrying out the legislative mandate allows flexibility at the individual center and community level, yet still provides for meeting the enrollment figures requested by Congress. There is no question that the mandate will be met, but it will take understanding, cooperation and hard work from everyone involved in the program.

RATIONALE

In Head Start, RECRUITMENT OF HANDICAPPED refers to the agency's attempt to satisfy a 1972 congressional mandate to mainstream at least 10 percent handicapped children. The recruitment campaign has emphasized the identification and enrollment of children who have health impairments requiring special education and related services.

Opportunities for Unserved Children

The original intent of the congressional mandate was to insure mainstreaming services to a population which traditionally has been excluded from regular programs.

Recent data reveal that numerous Head Start programs did not meet the mandated level. If each state is to meet its legislated responsibilities to handicapped youngsters, these programs must generate active recruitment campaigns.

Community Awareness

Numerous community leaders are unaware of the excellent comprehensive services which are available through Head Start. This agency's outstanding record of services in parent involvement, health, education, and social services deserves to be shared with all segments of the community. Unless the opportunities for individualization

in Head Start are communicated effectively, numerous advocates of the handicapped will not know of these potential services, and many handicapped children will be denied the chance to learn and play with normal children.

Professional Diagnosis

The congressional mandate requires that there must be professional documentation of each child's handicapping condition. An active recruitment campaign encourages the enrollment of children who have already been diagnosed as handicapped. Effective communication and collaboration between the local Head Start agency and other community programs will enhance the use of already-established specialized services in professional diagnosis and treatment.

If the recruitment effort focuses on children who have already been identified and diagnosed as handicapped, the tendency to reclassify existing Head Start enrollment will decrease. Some standardized instruments which are used in verification of handicapping conditions are known to penalize the young minority child from a culture of poverty. To avoid inappropriate mislabeling and categorization of these children, agencies are urged to seek out those youngsters with obvious handicaps who have been denied appropriate services.

TARGETS OF RECRUITMENT

Most American communities have developed programs which coordinate public services to the handicapped. Naturally, the agencies in each locale reflect varying strengths of effectiveness in identifying and serving youngsters with special needs. It is the responsibility of the local Head Start program to survey potential targets of the recruitment effort.

Head Start Families

The initial recruitment thrust should concentrate on the local Head Start families. There are many parents from the poverty-level community who still retain the historical perspectives of the handicapped -- guilt, shame and a need to hide or isolate the child who is "different." Head Start programs have enabled many potential "closet" children to profit from an enlightened approach to serving the handicapped child and his family.

General Public

The general public must become informed of the multi-faceted Head Start program itself. There are countless Americans who have no knowledge of the impressive array of comprehensive services which are available to needy children through Head Start. The recruitment effort provides an excellent opportunity to generate an effective public-relations campaign for the national Head Start program. The recruitment campaign must inform all components of community life about the services to handicapped children which are available through Head Start.

Health and Social Services

All communities have designated agencies which focus on the health and social service needs of the local population. The public health nurse, pediatric or medical clinic, speech and hearing agency, hospital and crippled-children's clinic can all be valuable resources for locating health-impaired children who need the comprehensive services of the Head Start experience. The local department of social services maintains close contact with the extensive personal needs of a cross-section of the community. These public agencies form natural targets of recruitment programming.

Educational Agencies

The public schools, university and community college programs, and local child-care agencies may serve as excellent sources of referral in the recruitment of handicapped children.

Agencies Serving the Disabled

Local agencies such as the Council of Development Disabilities, Association for Retarded Citizens, Council on Developmental Disabilities, United Cerebral Palsy, Easter Seal and the Council for Exceptional Children (CEC) maintain close contact with the handicapped population in each community and can serve as excellent resources for identification and referral. These agencies provide natural targets of the concerted recruitment campaign.

Community Service Organizations

Many service-oriented organizations such as Kiwanis Clubs, Lions Club, Rotary, Masons, churches, missionary societies, Girl Scouts and women's clubs have stated commitments of services to the handicapped. A comprehensive recruitment effort should include information-sharing with these service organizations, too.

OVERVIEW OF ADVERTISING: ITS NATURE AND PROCESS

Head Start centers have a message to communicate to the public. In modern American culture, the best method of delivering a message to vast numbers of people is by advertising techniques: mass media, direct mail and promotional activities.

It is impossible to exist in American culture and remain untouched in some way by advertising. It permeates our culture: from matchbooks to radio to spectacular electronic signs, advertising extends its pervasive tentacles into virtually every aspect of life. Indeed, advertising's influence on our cultural and psychological make-up has been compared in impact with that of the school and the church. Advertising differs from the other two in that it does not have as its goal the betterment of mankind.

Advertising is an interesting admixture of business, entertainment and art, making use of most, if not all, of man's skill and knowledge: psychology, art, writing, research, business acumen, and the expertise of the theatre, radio and television. The Definitions Committee of the American Marketing Association defines advertising as "any paid form of nonpersonal presentation and promotion of ideas, goods, or services by an identified sponsor."[2]

This limited explanation does not even imply the complex character of the business of advertising, much less adequately describe it. Advertising is one of the components of the marketing process that exists in a capitalistic economy. Marketing is comprised of all of the activities and enterprises (including advertising) that allow those "ideas, goods, and services" to get from the producer to the consumer. In general, marketing accounts for about 55% of the consumer's dollar. This expense involves wholesaling and retailing, buying and selling, transportation and storage, advertising and promotion, research and risk-taking.

The purpose of advertising is to sell a particular item or service, or to persuade someone to adopt a particular course of action or way of thinking. In PUBLIC SERVICE ADVERTISING (OR ANNOUNCEMENTS) the messages are designed not to sell, but to serve in the public interest. In the case at hand, Head Start centers are:

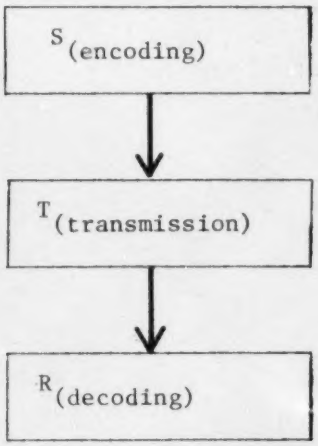
1) informing the general public that Head Start centers now extend their services to

handicapped children; and

2) persuading the public to refer children with special needs to these centers so that their lives may be enriched.

In achieving its goals of promotion, persuasion and sales, advertising employs the communications process, usually in the mass media. This procedure enables large numbers of people to receive the message simultaneously. The communication process is either simple -- person-to-person; or complex -- mass communication between a group and a person or between two groups. Communication has meaning and direction (it may be one-way or two-way). The meaning can be communicated among many persons, between two persons, or from one person to another.

In the communication model, the meaning of the message is encoded by the sender or source (S); transmitted (T) by means of a medium; and decoded by the receiver (R).



The encoding is the translation of the meaning of the message into symbols and forms that can be transmitted. The transmission of the message is the movement from the sender to the receiver. The decoding of the message takes place in the mind of the receiver when he interprets the sender's message. Communication, then, is not merely the transmission of words or information. Rather, it is the exchange or interchange of meaning between and among individuals. Communication (and advertising) is effective only when the receiver's understanding of the message is congruent with the intent of the sender.

Three aspects of mass communication should be considered:[3]

(1) The effect of mass communication is influenced by such factors as predispositions, selective processes, group memberships and the like.

(2) These factors usually help mass communication to reinforce existing beliefs.

(3) These same factors may under some conditions make mass communication an agent of change.

In other words, "mass communication is an agent of change, but it can operate only within the existing social system and under the constraints imposed by society."[4]

In utilizing the mass communication media, advertising is not only a prime source of informing people about the daily specials at the local grocery stores, but it also informs people about the psychological and cultural attributes of products and services, a non-factual function. How comfortable furniture might seem, the peer-rating of a particular kind of automobile: people want this kind of information, judgemental and capricious as it may be. Advertising provides it.

Advertisements are generally limited in the amount of factual information they provide. This is caused by two factors:[5] the reluctance of consumers to read or listen to facts unless they are sugar-coated, and the space and time limitations of ads. Marketing analysts have discovered that Americans are wary of pure DATA. Advertisers can get better results (i.e., they can achieve greater

COMMUNICATION with their audiences) by dramatizing and emphasizing relatively few features rather than by trying to convey many. This reluctance to respond to pure DATA seems to be changing in recent years, however, as more and more advertisements are beginning to utilize factual information.

Advertising is generally used to sell a product. However, although the communication process and mass-media techniques are the proper domain of the commercial field, they can and should be employed with success in the social service field as well. Understanding modern advertising will assist HEAD START personnel in achieving the congressional mandate of mainstreaming 10% handicapped children.

A BRIEF HISTORY OF ADVERTISING[6]

The first evidence of advertising appears to be the stenciled inscriptions found on bricks that were made by the Babylonians some 3000 years before Christ. These bricks carry the name of the temple in which they were used and the name of the king who built it, just as a modern public building contains a corner stone or tablet with the names of the officials in office when the structure was erected. The kings who did this are said to have advertised themselves to such subjects as could read hieroglyphics, and may be considered as conducting an institutional advertising campaign for themselves and their dynasties.

Very soon after the invention of writing in its rudest form, it was used as a means of giving publicity to events in the way of advertisements. Rewards for and descriptions of runaway slaves written on papyri more than 3000 years ago have been exhumed from the ruins of Thebes. On the walls of houses and buildings of the ancient city of Pompeii appear graffiti, which are casual writings and markings on ancient buildings as distinguished from deliberate carvings or inscriptions. The graffiti were scratched into the plastered exterior walls and include, besides scribblings, political announcements and notices urging the election of a particular candidate for a specific office.

The earliest advertising medium, however, was vocal, its appeal aural. The Greeks used criers thousands of years ago to call attention to the sale of slaves and cattle as well as to intone new state edicts and make public announcements. One of the earliest forms of advertising that had permanence were signs over shops and stalls. However, from Greek and Roman times through the Middle Ages advertising did not develop beyond the primitive stage of display of wares and the use of pictorial signboards and public criers. A mule driving a mill was designated a bakery. A goat was a sign for a dairy in Rome. A coat of arms was the sign for an Inn. With few exceptions the function of this kind of advertising was simply to identify places, tradesmen and craftsmen, and to inform the public where certain goods and services were for sale.

With the advent of the Industrial Revolution, however, production began to overtake demand, and the factory to supplant home industry. The consumer was now confronted with various choices from numerous sources of supply. The merchant found he had to use persuasion as well as information to encourage people to buy. Advertising could perform this function and merchants began to find print media well suited to their expanded promotional needs.

Printed advertising began to make its appearance when, after the general illiteracy of the Middle Ages, people began to learn to read and write again. By the 17th century, thousands of printed handbills were in circulation and the number of bills and trades using them increased vastly in the 18th century.

The first regular English period-

ical appeared in 1622 and was called the Weekly News, published by Nicholas Bourne and Thomas Archer. And the first number of the first successful newspaper in the American Colonies, the Boston News-Letter, published April 24, 1704, contained a notice soliciting advertising. However, it was not until it received the skillful ministrations of the "patron saint of American advertising" that advertising began to flower. Benjamin Franklin published his first edition of the Pennsylvania Gazette on October 2, 1729, containing an advertisement for "choice hard soap, very reasonable." The Gazette soon had the largest circulation and the largest advertising volume of any paper in the Colonies. Franklin advertised everything from runaway servants, slaves, sales of goods of many kinds, and ship sailings, to things he sold in his own shop: books, paper, ink, quills, Spanish wine, lampblack, tea, coffee, chocolate, cheese, cloth, spectacles, compasses, lumber, scales, and sundries.

By the mid-nineteenth century advertising was vigorous and thriving. And at the end of the Civil War, the volume of manufacturing grew briskly, and with it the competition for new markets. The increased competition and the changes in the system of retail distribution brought about greater interest in branded merchandise.

Brand names, slogans, and trademarks began appearing in the late 19th century. Ivory Soap has been 99 and 44/100ths pure since 1882 when Henry Proctor was inspired from a passage from Psalms. Eastman, who invented and coined the name Kodak for his portable camera in 1888, spent $25,000 in advertising the first year: "You Press the Button -- We do the Rest."

Two significant changes occurred in advertising in the late 19th century: the mass magazines became an important advertising medium and the invention of the bicycle brought forth a new kind of promotion -- competitive advertising. Before 1900, the magazine had become the medium par excellence for the newer kind of advertising in which manufacturers of branded merchandise sought wide national markets for their products. However, they were soon toppled from their influence by the cheaper magazines addressed to a far wider reading public.

During the 1920's after World War I, advertising became more than respectable. It was colorful, glamorous and exciting. It was ingenious, often spectacular and sometimes incredible. The magazine had developed high-speed, four color printing and advertisers and agencies used it extravagantly.

During the depression, however, advertising themes retreated to the fulfillment of basic human needs, and consumers were forever reassured that prospective purchases were both prudent and necessary.

Advertising began to thrive again after World War II. Motivational research came to the forefront. These activities brought forth a new spate of complaints from such critics as Vance Packard, who claimed the "hidden persuasion" in advertising was creating even greater conformity in American life.

The development of television as a major national medium brought with it a great technological revolution, as well as the potential to have visual and aural contact with vast numbers of people simultaneously from almost undreamed of distances. The 1960's may be characterized as the decade when creativity and science were designated as essential components of advertising. The sections which follow outline some of the characteristics of modern advertising media.

NEWSPAPERS

The newspaper has been a revered element of American life ever since the first American newspaper, Public

Occurences both Forrein and Domestick, was published by Benjamin Harris in 1690. The newspaper is a unique medium: it is the sole commercial enterprise in the United States that has specific protection from the Constitution. This acknowledgement underlines the significant role newspapers play in the social and economic dimensions of American life.

Through the years newspaper advertising has consistently represented a greater annual expenditure than any other medium. In fact, daily and Sunday newspapers generally account for more than 25% of the total advertising expenditures. And no wonder -- about 8 out of every 10 adults read a paper on any given day![7]

Through years of market research and analysis, several newspaper ad guidelines have surfaced. Among these are that morning newspapers are more likely to be delivered to the home, but the evening paper is read more intensively and by more members of the family.[8] Advertisements on right-hand pages are better-read than advertisements on left-hand pages. Ads below the fold are not so well read as those above the fold. Ads at the back of the newspaper have relatively poor readership.[9]

In general, it should be remembered that newspapers are read hurriedly and have a short life, despite reaching all classes of people. An ad is usually read only once (and quickly) and is of poor reproduction quality so its design should stimulate the reader into action.

When taking out newspaper ad space, be sure to read the contract carefully. The basic line rate applies to an ad placed "r.o.p." (run of paper), which means that it can appear on any page, in any column, and probably buried among other ads. Most local papers have a sliding scale: the more space and the longer the ad runs, the less cost per day.

ADVANTAGES OF NEWSPAPER ADVERTISING

1) For most people, reading the newspaper is a daily habit.
2) It is a news paper.
3) It is a "shopping" medium.
4) It covers a particular market entirely.
5) It offers visualization of goods or services.
6) It has local impact.
7) It provides geographical selectivity in a regional or national campaign.
8) It reaches all economic classes.
9) It is a relatively low-cost medium, when compared with other media.
10) It awaits the convenience of the reader.
11) It is the major local medium for which the reader pays.

DISADVANTAGES OF NEWSPAPER ADVERTISING

1) It is read hurriedly.
2) It is easy for an ad to get buried.
3) It becomes outdated quickly.
4) It has poor visual reproduction.
5) It is usually read only once.

RADIO

The utilization of radio as an advertising medium began in the 1920's. Gradually radio advertising, like television, acquired two distinct forms: network and spot. Network advertising originates from a single source (usually New York) and is simultaneously broadcast to all affiliated stations around the country. Spot advertising refers both to its geographical nature (usually local) and time (usually brief).

Radio advertising sales grew rapidly through World War II, with most of this revenue claimed by the networks. With the advent of television, however, the nature of radio programming and advertising began to

change. This shift away from network advertising continued and in 1969, with radio sales topping $1 billion, only 4% of this was network, 30% spot (or national), and 66% was local advertising.[10]

Although the future of radio seemed dim after television arrived, radio experienced a rebirth and revitalization after World War II. Thousands of new AM and FM stations began broadcasting, and to highly specialized and segmented audiences. By 1973, 98.6% of U.S. homes were equipped with radios, these being fairly evenly distributed across the country.[11] This means that in terms of the total potential audience, radio can be considered the number one medium.

This renewed interest in radio as a medium for advertising can be attributed to (1) the tendency of the public to use radio as a means of securing instant news wherever they are; (2) its strong sales approach; (3) the modern highly personalized programming; (4) the strong youth appeal; and (5) industry-wide efforts to provide the buyer with better research."[12]

Radio's major characteristic (and limitation) obviously, is that it is strictly aural. This feature creates a situation in which opposite forces coexist: working both for and against the listener attending to the advertiser's message. On one hand, the listener is able to do other things while listening: this increases his potential exposure to the message. On the other hand, his doing other things tends to distract his attention from the very message to which he is likely to be exposed.

Radio is everywhere and at any time. It is where people are: at home, at work, on the move. It is especially appropriate for the communication of emergencies, flash bulletins and instant reports. In this context, it is significant that more than 1300 of today's stations are in small towns that have no daily newspaper.[13]

Although everyone listens to the radio, the particular listening time is estimated to be approximately 2½ hours. This listening is highest in the morning, levels off through the afternoon and decreases steadily as television begins to exert its mesmerizing influence.

Like television, most radio stations make available free time for PUBLIC SERVICE ANNOUNCEMENTS (P.S.A.'s). These spots generally take one of three forms:

1) A professionally-prepared 20-, 30-, or 60 second spot.
2) Copy (written material) for the station disc jockey to read live on the air.
3) First-person P.S.A.: these are tapes of representatives from organizations or individuals who are sponsoring the announcements. The individuals come into the radio station and tape the announcement with the help of the station personnel. Local radio stations generally prefer this kind of P.S.A. because it tends to give the spot more immediacy and local flavor.

The major drawback of P.S.A.'s is that the broadcast schedule of the message is left wholly to the discretion of the station. P.S.A.'s are usually used as filler and late at night when the demand for commercial advertising is low.

ADVANTAGES OF RADIO ADVERTISING

1) It is the most instantaneous and immediate of all media.
2) It reaches almost the entire American population: in 1970 there were more radios than people in the U.S.
3) It is a relatively low-cost medium.
4) Except for television, adults spend more time with radio than with any other media.

DISADVANTAGES OF RADIO ADVERTISING

1) It is a one-sense medium: audio only.
2) Audience attention is usually shared by some other distracting activity.
3) The message is quick and fleeting.

TELEVISION

Like the automobile, television has stimulated enormous and irrevocable changes in our lives, both as individuals and as a culture. From its infancy in 1950 to full-color maturity in 1970, television homes rose from 4 million to 60 million. This represented a percentage increase from 9% to 96%. In the last 10 years, homes with color sets has risen to nearly 50%. Not only is the television's physical presence pervasive, but its electronic presence is as well: the average television set is on nearly 7 hours a day!

Despite its formidable reach, however, the future of television broadcasting (and therefore television advertising) is not altogether rosy. Daily, we see continued complaints about television's negative influence on our lives, and particularly in influencing our children. The list seems endless: encouraging violence as a means of problem solving; persuasion to use controversial products; the promotion of habits that have been scientifically demonstrated to be bad for the health; advertising is deceitful, unethical, in bad taste, and so on. The confusing and irritating approach of stacking spots is said to diminish, if not destroy, advertising's effectiveness. "From the beginning television has been racked by arguments, conjectures and advice. No one has yet achieved a truly successful formula for utilizing fully and intelligently the entertainment and educational powers of this communication giant."[14]

Despite all of these accusations, television continues its role as the major advertising medium in terms of volume, and is gradually catching up to newspapers in terms of revenue. In terms of large industry preference, television advertising is the undisputed king: the 100 largest advertisers annually cough up more money to push their products on the tube than they do for newspapers, magazines, outdoor and business papers combined.[15]

All of the television stations in this country are local. Their transmitting towers provide a broadcasting signal capable of covering an area of approximately 12,000 square miles. Like radio, modern television advertising is a combination of network (deriving from a single source), spot (nationally deriving from many different local stations), and local. Spot advertising is less prevalent in television than it is in radio.

As indicated in the RADIO section, most television stations make time available for non-profit, public interest organizations free of charge. These spots are called PUBLIC SERVICE ANNOUNCEMENTS (P.S.A.'s). Because of the necessary professional standards, it is generally more difficult to get a P.S.A. aired on television than on radio. Television P.S.A.'s generally occur in three forms:

1) Station I.D. (identification). This is usually a slide or "visual" which communicates the public service message and leaves enough space for the station to place its call letters.
2) 10-second spot. This is usually a series of 3 or 4 slides, and the television announcer reads "voice-over" copy -- written vocal messages that accompany the slides.
3) 30-second or 60-second spot. These are generally 16mm films, fully prepared for

television, usually with an optical sound track.

Television stations are more likely to air a particular P.S.A. if little or no additional work is required by their staff to get the message broadcast. The more work they have to do, the less likely it will appear on the air. Like radio, television P.S.A's enjoy no scheduling prerogatives: they are aired when the station can fit them in.

ADVANTAGES OF TELEVISION ADVERTISING

1) It reaches the largest audience with one message.
2) Because of this wide-ranging penetration, cost per exposure is low.
3) Multi-media approach: sight, sound, color, motion.
4) It is a personal medium: there is identification with the message in the privacy of the home.

DISADVANTAGES OF TELEVISION ADVERTISING

1) Cost: large initial outlay for production.
2) Message is brief and fleeting.
3) People tend to distrust television ads.

OUTDOOR ADVERTISING

Outdoor is the oldest form of advertising. However, despite its chronological advantage, outdoor advertising has never attracted a very significant amount of advertising revenue. Even today, with billboards, poster, signs, and electrical extravaganzas filling the landscape, outdoor manages to attract only 1% of total advertising expenditures.

The limited use of outdoor is due, in part, to the criticisms which have been directed at it over the years. "It has been called a destroyer of beauty, a traffic hazard, and a blight upon the wonders of nature, and it has been accused of having little regard for the general public."[16]

Although all of the signs and displays that beckon customers to stores can be considered outdoor advertising, the Institute of Outdoor Advertising, the research and promotional arm of the Outdoor Advertising Association, has regulated standards to which participating organizations subscribe. This standardization enables advertisers to print posters in quantity, with the assurance they will be displayed uniformly on the structures of any plant in any area. Standard outdoor advertising structures are owned and maintained by Outdoor Advertising Companies -- known as "plants". These structures are erected on land the plants either own or lease. In turn, the plants lease space to advertisers.

Because of its standardized nature, the same advertisements can be used in the same formats across the nation. These formats include:

1) Posters. These are either 24-sheet or 30-sheet posters ranging in size up to 12 feet high and nearly 25 feet long. Both size posters can be put on the same structure. These posters are generally silk-screened in large overlapping panels.
2) Bulletins. These displays are larger than posters, are generally hand-painted, and range in size up to 18 feet high and 63 feet long. Because they can be custom-designed, they can be made in any size and shape.
3) Electrical Spectaculars. These are electrical signs of any shape and all colors. Because of their cost, these are usually erected in areas of extensive traffic.

Outdoor advertising has tremendous REACH (number of people exposed) and high FREQUENCY (number of exposures per

person). Numerous surveys have demonstrated the high levels of reach and frequency Outdoor develops in a relatively short period of time. This combination of reach and frequency results in the high awareness Outdoor develops for the advertised messages. In addition, Outdoor advertising develops high levels of readership and remembrance.

Outdoor advertising is truly a mass medium: almost everyone goes outside almost every day. "Of all advertising media, outdoor advertising is unquestionably the champion in one respect -- visibility."[17] If the sign is illuminated, outdoor delivers its message around the clock, 365 days a year. With a culture where 83% of the population living in households owns at least one car, and where 10 to 20% of the roads carry 90% of the traffic, outdoor develops enormous potential of communicating its messages to the public. In addition, the working class generally travel the same roads every day. This causes the message to be reinforced through excessive repetition.

ADVANTAGES OF OUTDOOR ADVERTISING

1) It can be seen 24 hours a day, 365 days a year.
2) It is relatively low cost.
3) It is generally bold, colorful and exciting.
4) It takes advantage of a culture that likes to be outside, on the move.

DISADVANTAGES OF OUTDOOR ADVERTISING

1) It is limited to mass markets.
2) It is visual only.
3) There is no editorial material to attract the reader's attention.
4) The message must be brief and simple.
5) Outdoor rarely has the reader's undivided attention.

DIRECT MAIL

Ever since the postal service began operations in 1775, direct mail has been the most widely utilized and most important form of direct promotion available to advertisers. Mail-order advertising is an integral element of American folklore, too. Catalogs from Sears and Roebuck were an essential element of early rural America. Before the automobile became commonplace, shopping by mail was a necessary function of life.

Since 1947, direct mail has consistently ranked second or third among media in dollars spent. In 1972 direct mail cornered 15% of advertising revenue, placing third behind newspapers and television,[18] and exceeding the combined total of magazines and radio.[19]

The direct mail technique of advertising is entirely dependent on an efficient postal service. In utilizing direct mail, the advertiser exercises total control over the selection of audience and exposure frequency. He builds his own circulation and maintains an up-to-date mailing list. The importance of the accuracy of this mailing list cannot be overemphasized. The mailing list allows the advertiser ultimate selectivity in terms of his audience. The most important forms of direct mail advertising include the following:

Letters. These are the most widely used of all direct mailers. They are adaptable, personal, and flexible. They can be used alone or in combination with other mailers.

Brochures. These are considered the glamour items of direct mail advertising because they usually make use of illustration, color and photographs. They are used to give the audience an impression of the stature, value and prestige of the

company and its services or products.

Circulars. These fall somewhere between the brochure and the letter. They are generally one page (printed both sides, or just one) and often make use of illustration. They tell the advertiser's story quickly and concisely.

Other forms of direct mail advertising include catalogs, price lists, business reply action forms, broadsides, calenders, cards, blotters, pads, diaries, envelopes, labels and business cards.

Although effectiveness of direct mail advertising is difficult to measure, it is estimated that only 30% of direct mail is opened and read carefully, while 25% do not even open direct mail advertising at all.[20]

ADVANTAGES OF DIRECT MAIL ADVERTISING

1) It is the most selective of all media. Audiences may be precisely pinpointed, and waste circulation is held to a minimum.
2) It is controlled exclusively by the advertiser.
3) It is highly personal.
4) There are few, if any, distractions to the message at the moment of its reception.
5) It provides methods of securing action -- reply cards, etc.
6) It can be moved quickly.

DISADVANTAGES OF DIRECT MAIL ADVERTISING

1) There is no editorial material to attract the reader's attention.
2) There is extreme customer resistance to "junk mail."
3) There is a relatively high cost per unit of circulation.
4) Its effectiveness is highly dependent on the quality of the mailing list.

PROMOTIONAL ACTIVITIES

A third genre of advertising can be loosely collected under the heading of promotional activities. These include the wide variety of strategies used by the advertiser other than the mass media and direct mail. Their purpose can range from attention-getting like bumper stickers or buttons, to extensive information-giving like a slide-tape presentation. Their contact is personal in that they are generally hand given to individuals who then display them by wearing them or posting them on their property.

Promotional activities designed for the handicapped recruitment effort include bumper stickers, buttons, posters, doorknob hangers and a slide-tape presentation.

ADVANTAGES OF PROMOTIONAL ADVERTISING

1) It can be highly effective to promote public interest.
2) It is personal and participatory.
3) It allows high audience selectivity.
4) It is relatively inexpensive.
5) It has local impact.

DISADVANTAGES OF PROMOTIONAL ADVERTISING

1) It has a limited audience.
2) There is no editorial content to attract attention.
3) With some strategies (i.e. bumper stickers), messages might not communicate.
4) Message communication depends on audience participation.

DETAILED GUIDELINES FOR USING RECRUITMENT STRATEGIES

The following section describes each recruitment strategy: its form and function. Included with each section is a PROCEDURE for utilizing that particular strategy. The procedures

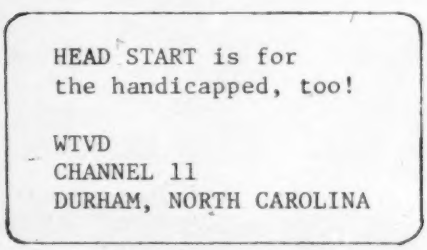
are intended as helpful guidelines. You are encouraged to adapt each strategy to your unique cluster and situation.

TELEVISION SPOTS

The braodcast time required to air your television spots is FREE. The air time will not cost your Head Start Center anything except time and a little effort. Television stations have a policy of broadcasting Public Service Announcements (P.S.A.'s). All of the materials produced to recruit handicapped children into Head Start Centers qualify for P.S.A. consideration.

STATION I.D.

The Station I.D. (identification) is a single 35mm color slide with the recruitment slogan, "HEAD START is for the handicapped, too!" The slide has been designed and produced with the slogan in the top half of the image field, leaving the bottom half for the local station to place its own identification (called "call letters"). For example:



Procedure for Using Station I.D.

1) Call the local television station and arrange a meeting with the program manager or commercial manager. This person will be your station contact. Identify yourself, describe Head Start, and describe the purpose of the P.S.A.
2) Take the slide to the station. Do NOT mail the slide: it is likely to get bent in the mail, or lost in the station shuffle. Give the slide to the station contact, and discuss how long you want the slide to be used.
3) After the scheduled period has finished, write a thank-you follow up letter to the station contact.
4) Do this for each station in your cluster.

30- AND 60-SECOND SPOTS

These spots are 16mm film with an optical soundtrack. The television station will know how to use them. The last five (5) seconds of each spot are left without narration so that local Head Start centers can identify themselves, and provide feedback information for the intended audience. It will be necessary for each local station to have the announcer add "voice over" information in the last five seconds. This information should be the feedback address, or phone number, or both where the target audience of the P.S.A. can get in touch with you.

The last frame of the film is the slogan "Head Start is for the handicapped, too!" This slogan appears in the top half of the television frame. The bottom half of the frame is left blank for the local center to provide its address, phone number or both.

Procedure for Using the 30- or 60-Second TV Spots

1) Find the names and addresses of the television stations in your cluster.
2) Call the station and ask for the Program Manager or Commercial Manager. This person will be your station contact. Call the station and arrange a

meeting. Identify yourself, describe Head Start and describe the purpose of the P.S.A. Tell the station contact that your P.S.A. is a 16mm film, fully-prepared (except the last 5 seconds voice-over and the visual identification of the local center) 30- or 60-second spot.

3) During the meeting, ask the station contact if the station would be willing to provide the visual information for the last five frames. Have this information ready and typed when you go to the station. Explain that the last frame has been produced so that this information can be easily added. (Superimposed is the technical terminology.) If the station is unwilling to add this information, call us here at Outreach and we will arrange something. Remember also to remind the station contact that there needs to be "voice over" information added to the last 5 seconds of the soundtrack as well. This should be the same as the information you are adding to the visual: your address at the Head Start Center, and a phone number where people can reach you. This added vocal and visual information is IMPORTANT. The spot does not help anyone if they can not get in touch with you.
4) Plan with the station contact how long you want them to run the spot.
5) After the schedule has expired, write the station contact a thank-you letter.
6) Follow this procedure for each television station in your cluster.

RADIO SPOTS

Similar Public Service Announcement considerations apply to radio as to television. That is, the broadcast time required for your radio spots will not cost your center anything.

D.J. COPY

This copy, which appears as Appendix A, is intended for stations that prefer to read P.S.A.'s live on the air to accepting already-produced spots from the sponsoring agency -- your Head Start agency. These may be reproduced as desired. Please feel free to edit or change the P.S.A. copy as you see fit, making sure that your changes do not cause the spot to become longer than the indicated time.

Procedure for Using the D.J. Copy

1) The procedure for using the D.J. Copy is identical to that for the television I.D. with the following exceptions:
   You mail the copy to the station.
   There is no additional visual information.

30- AND 60-SECOND RADIO SPOTS

These spots have been produced with a professional narrator in a professional recording studio. They were recorded at 7½ i.p.s. (inches per second) on full-track tape recorders. The duplicates are of high quality, and they have been placed on 5" tape reels with extra-large 3" hubs. These larger hubs reduce the amount of uneven torque which is caused by smaller reels. Both spots are on the same tape, with the sixty-second spot first. As with

the film, the last five (5) seconds of each spot has been left without narration so that each local center can have its address and phone number added, voice-over, at the radio station.

Procedure for Using the 30- and 60-Second Radio Spots

1) The procedure for using the radio spots is identical to that of the television spots with the following exceptions: There is no additional visual information. Many stations like to produce "first person" P.S.A.'s. They may ask you to come into the studio and record the spot yourself. This is great fun! Don't be afraid. It will be more meaningful for you and your cluster.

OUTDOOR ADVERTISING

Although not on so regular a basis as radio and television, Outdoor Advertisers also make space available for public service. This occurs when they have billboard space that is not being leased. Most Outdoor Advertisers will even put the posters up free of charge. As the normal lease period is 30 days, this is generally how long posters can be expected to stay up. Outdoor Advertisers like at least one month's advance notice of when you want the poster up.

These recruitment posters have been designed for maximum clarity and definition, so that they can be seen at great distances. The HEAD START logo is combined with the recruitment slogan, "HEAD START is for the handicapped, too!" The logo and type are day-glow red and white, on a dark blue background. This color combination yields high visibility, even at long distances.

Procedure for Using the Outdoor Advertising

1) Look in the YELLOW PAGES under the category "Advertising - Outdoor." There will generally be one or two listings. Call the "plants" and ask for the general manager. This person will become your plant contact.
2) Tell the plant contact that you have a Public Service Poster you would like him to put up. Ask him if he has any available space or if he expects any anytime soon.
3) Identify yourself, the purpose of the poster, and describe Head Start for him.
4) Tell him it is a 24-sheet poster.
5) Arrange a meeting and take the poster to him; get him to tell you where the poster will be placed.
6) Do this for each city in your cluster.

NEWSPAPERS

Two strategies have been produced for the newspaper medium: a "News Release Article," and a promotional advertisement.

The news release article is approximately 300 words long and appears as Appendix B. You are encouraged to reproduce, adapt, or alter the article as you see fit. The approach outlined in the procedural section which follows was written by a staff writer for a moderately large daily newspaper, the "Durham Morning Herald."

The ad is 8½" by 11" and includes brief topic sentences about Head Start's services to handicapped children. You will have to rent space in the newspaper in order to run this ad. Be sure to first read the section of the manual

entitled "Newspapers" before renting this space.

Procedure for Using the Newspaper Ads & News Release Articles

1) Get acquainted with the newspaper you want your story to appear in. Read it, look for service columns that run items of public interest on a regular basis.
2) Make personal contact with the people who work in the newsroom. They're the ones who decide whether your story gets in. Depending on the size of the paper, that means you need to know who writes about education or perhaps federal programs. A notice addressed to a name and not just the Daily Blowhard is more likely to avoid the circular file of junk mail. Find out who the city editor is and go by to tell him about your program and why you would like to have the information in the paper.
3) Timing helps. Newspapers usually have more room for public information-public service stories on weekends and Mondays because most of what is called hard news occurs during the business week. Holiday periods are also good times to make your pitch. If you have a longer story on some aspect of your program in an editor's hands several days ahead of a holiday, he may kiss you (if it's good).
4) One shot is not enough, if you really want to get your message across. Once you have a paper interested in your program, don't forget the follow-ups. If the paper decides to do stories on your program, don't be afraid of the hard or unpleasant questions. If you answer honestly, 99.5 percent of the reporters will not hand you your head on a platter. Be sure to tell all sides of the issues you face.
5) What are your chances for getting your story told? That depends on the paper. Smaller papers and weekly papers often have more space for your story. If it's well written, they may use all of it. For many larger papers, the shorter the better, if your release is a notice. That means you need to get the pertinent information at the top. Put the credits at the bottom because they'll probably get cut out.
6) Watch the papers to see whether they've used your story and whether it has been changed in any way. The changes may be a matter of style for the paper and you can tailor future stories to the paper. Don't start grumbling about being ignored until you've called to find out whether a mailed release was ever received. It helps when you call to ask for the reporter or editor to whom the release was addressed. Be very cooperative in offering to send another, or if they seem

interested then, to tell them the information on the phone and invite them to visit your program for a possible story. It can't hurt. If the release has arrived, ask if there are any questions. There may be and the release has been shoved back because nobody had time to call and clear up the question.

7) When you visit a newspaper, find out what the work schedule and deadlines are. Afternoon papers usually have people in during the mornings. Morning paper staffs work afternoons and evenings as a rule. Should you arrive as deadline is approaching, there may be nobody with time to talk to you at that moment. Wait a while and they'll appreciate it.

PROMOTIONAL DISPLAY ADVERTISEMENT

1) Determine when you want your ad to appear and for how long.
2) Call the newspaper, and ask for the Display Ad Manager.
3) Ask him what the rates are for the size you want: the ad we are providing is 8½"x11" but it can easily be reduced by the newspaper.
4) Take ad to the newspaper.

DIRECT MAIL

The success of a direct mail campaign is dependent on your own initiative and the quality of your mailing list. Undoubtedly, your Social Services Coordinator has compiled a list of agencies which you can draw on in your collaborative effort.

In conducting your direct mail recruitment effort, you are provided with a number of strategies.

Sample Letter. The sample letters which appear in the Appendices are intended to be used as preliminary contacts with other agencies. The first (Appendix C) is to be used in more formal situations, where initial contact by telephone would be inappropriate. The second letter (Appendix D) is presented as a follow-up letter to an initial contact by phone. Remember: these are merely SAMPLE letters to be used as guidelines. You are encouraged to adapt the letters to your particular situation.

Circulars. The circulars have been produced with a direct mail campaign in mind. You are urged to include them with your letters to other agencies or local civic organizations.

Brochures. The brochure, "Handicapped Children in Head Start Programs," is a publication of the Department of Health, Education, and Welfare (publication No. (OHD) 75-1070). We were able to acquire only a limited number of these so you may want to be more selective of your audience than with the circular. These also can be slipped into an envelope and mailed with the introductory letter.

Following is a general list of resource agencies you may want to contact in your recruitment effort. It is random and non-categorized. Your Social Services Coordinator probably has a more valuable list.

Resource Agencies

Department of Social Services
Public Health
County Mental Health Clinic
County Mental Health Assoc.
Preschools
Medical Advisory Committee

Medical Health Association
Mental Health (National)
Local Hospitals
University Hospitals
Local School Systems
Easter Seal Association
United Fund
Assoc. for Retarded Citizens
Ministerial Association
YMCA & YWCA
Pediatricians
Local Colleges (Depts. of Special Ed.)
Developmental Evaluation Clinics (D&E or DEC's)
Developmental Day Care Centers
Cerebral Palsy or Orthopedic Hospitals
Crisis Intervention Services
Regional Health Centers
Epilepsy Foundations
Speech & Hearing Centers
American Assoc. for Workers for the Blinc
Regional Institutions for the Retarded
Assoc. for Children with Learning Disabilities
Local Dental Association
Society for Autistic Children
United Cerebral Palsy Assoc.
Local Civic Organizations (Lion's Club, Jaycees, Jr. League, etc.)
Muscular Distriphy & Cystic Fibrosis Agencies
National Foundation of March of Dimes
American Association on Mental Deficiencies (AAMD)
Family Services Association
Heart Associations
Vocational Rehabilitation
Social Security Administration
Parent Teachers Association
Local Kindergarten Association
Department of Human Resources - Office of Child Development

Procedures for Using Direct Mail Campaign

1) Adapt the sample letters to your own unique situations.
2) Use the Resource Agency list supplied in this manual, or get one from your Social Services Coordinator. This will become your MAILING LIST.
3) Call those you feel comfortable calling, and send a follow-up letter with a circular or brochure.
4) Send the more formal introductory letter to those you don't feel comfortable calling. Include the circular or brochure.
5) Follow up the letter with a phone call and try to arrange a meeting.
6) Take the slide/tape show to the meeting for further building of the relationship.
7) Keep the collaboration alive and healthy!

PROMOTIONAL ACTIVITIES

Advertising techniques which do not utilize the mass or direct mail media can be considered promotional activities. In the recruitment campaign, these include bumper stickers, buttons, posters, doorknob hangers, and a slide/tape show.

Bumper Stickers and Buttons. The use of these materials is obvious. Their intent is merely to get the concept promoted in the public interest.

Posters. The posters are 12"x20", three-color, and are intended to be used in public settings (shopping centers, community gathering places, city halls, etc.) and in professional settings (collaborative agencies). There is space on the bottom right for centers to stamp their names, addresses and phone numbers.

Doorknob Hangers. The doorknob hanger has been designed to be used in a door-to-door canvassing effort. The bottom of the hanger is a "returnable coupon" so that interested persons can get in touch with you. Like the poster,

space has been left on the bottom for your center's address stamp.

Slide/Tape Show. The slide/tape show was designed for two groups and with two purposes in mind. The first intended audience is any resource agency you are contacting through the Direct Mail effort. The purpose is to inform those agencies of the services for handicapped that Head Start now provides.

The second group is any civic organization (Elks, Moose, Lions) that you may be interested in contacting. The purpose is to solicit volunteer assistance in your recruitment effort.

Procedure for Using Slide/Tape Show

1) Take the slides out of the box and put them in a Kodak Carousel Tray (these can be acquired at any camera or photo dealer).
2) Put the slides in the tray, starting with slide #1 and slide spot #1 in the tray. For correct placement, follow these steps:

   Sitting behind the carousel tray, with the zero position at due east, hold the slide up with the numbered side facing you. Turn it upside down and insert. Do this for each slide. Remember to replace the "locking ring" so that the slides don't come out of the tray.

3) Put the tray on the projector, advance to the first position, and start the cassette.
4) If you are using a Wollensak 2551 AV cassette recorder, the show will advance automatically.
5) If you are using a different cassette recorder, advance the projector every time you hear a "beep."
6) For your convenience, the script for the slide show is included in this manual as Appendix E.

EVALUATION

Many local Head Start programs are responding to the national OCD goal of increased recruitment of handicapped children. Agencies are expending time, money and creative energy in active recruitment of youngsters with severe handicapping conditions.

What are the results of these recruitment efforts? Are programs locating and enrolling children who have already been diagnosed as handicapped, or are we reclassifying our existing Head Start enrollment? What strategies of recruitment are used most frequently and effectively? What target groups can be the best source of recruitment?

An effective record-keeping system of recruitment will reflect precisely and efficiently the process, methods and results of this effort. Such a system will provide the agency, state, or region with a basis for effective decision-making or evaluation.

The Region IV Head Start network has employed a record-keeping system which provides not only a means of recording what has been accomplished, but also one which can serve as a guide to the agency in planning a recruitment effort. A simple checklist identifies the groups which have been major targets of recruitment and the strategies which have been used with each group. (See Appendix F)

Of course, the ultimate effectiveness of the recruitment effort is determined by the outcomes:

1) The total number of handicapped children recruited.
2) How many of these children were previously diagnosed

as handicapped.

3) Has the agency reached the minimal goal of 10% enrollment of handicapped?

This type of information-gathering can serve as an effective means of examining strengths and weaknesses of the recruitment program, documenting results of the recruitment effort, and generating goals for the future. This form and its instructions for usage are included as Appendices G and H.

In response to a request from the Region IV regional office, the Chapel Hill Training-Outreach Project, under the direction of Anne R. Sanford, developed a comprehensive package of materials to be used in the recruitment effort.

It was decided to produce a comprehensive, yet modular, campaign. The recruitment slogan: "Head Start is for the handicapped, too!" was chosen to emphasize the fact that Head Start is now providing services for the handicapped, while at the same time avoiding giving the impression that Head Start is for only handicapped children. This slogan appears on or is used in all of the recruitment materials.

The modular approach was chosen because it provides maximum flexibility for Head Start programs to individualize their recruitment effort.

A brief description of these materials and a price list are included as Appendix I.

Footnotes

1. The "Introduction" section was adapted from "Handicapped Children in Head Start Programs," DHEW Publication No. (OHD) 75-1070.

2. Report of the Definitions Committee, Journal of Marketing, Vol. 13, No. 2, 1948, p. 205.

3. Adapted from Joseph T. Klapper, "The Social Effects of Mass Communication," Basic Books, New York, 1963, p. 70.

4. Tittlefield, James E., and Kirkpatrick, C.A., Advertising, Houghton Mifflin Co., 1970.

5. Dunns, S. Watson, and Barban, Arnold M., Advertising: Its Role In Modern Marketing, Hinsdale, Illinois, 1974, p. 98.

6. Adapted from Cohen, Dorothy, Advertising, John Wiley and Sons, Inc., New York, 1972, pp. 45-67.

7. Dirksen, Charles J. and Kroger, Arthur, Advertising Principles and Problems, Richard D. Irwin, Inc., Homewood, Illinois, 1973, p. 300.

8. Burton, Phillip W., and Miller, J. Robert; Advertising Fundamentals International Textbook Co., Scranton, Pa., 1970, p. 324.

9. Burton, Ibid., p. 346.

10. Cohen, Ibid., p. 534.

11. Dunn, Ibid., p. 537.

12. Cohen, Ibid., p. 537.

13. Burton, Ibid., p. 442.

14. Burton, Ibid., p. 467.

15. Tittlefield, Ibid., p. 251.

16. Cohen, Ibid., p. 508.

17. Burton, Ibid., p. 529.

18. Cohen, Ibid., p. 591.

19. Dunn, Ibid., p. 500.

20. Cohen, Ibid., p. 593.

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Tittlefield, James E., and Kirkpatrick, C.A., Advertising, Houghton Mifflin Co., 1970.

COPY FOR RADIO SPOT

"Head Start is for the Handicapped, too!"

A PUBLIC SERVICE ANNOUNCEMENT

To be read by Station Disc Jockey

Sixty-second Spot

Many people are unaware that Head Start now extends its services to handicapped children. Children with special needs are eligible for Head Start regardless of their family income level. Head Start provides individualized care and guidance to children, helping them fulfill their developmental potential. Each child is considered a unique person with previous experiences, current needs and potential for future growth. The Head Start approach is well suited to helping children with special needs: children who are seriously emotionally disturbed; mentally retarded; visually handicapped; hard of hearing; speech impaired; crippled; deaf; or other health impaired requiring special education. If your child has special needs, or if you know another child who does, remember that Head Start is for the handicapped, too! For further information, call ___-___, or write _____.

Thirty-second Spot

Many people are unaware that Head Start now extends its services to handicapped children. Children with special needs are eligible for Head Start regardless of their family income level. The Head Start approach of individualized care and guidance is well-suited to helping children with special needs. If your child has special needs, or if you know another child who does, remember that Head Start is for the handicapped, too! For further information, call ___-_____, or write _____.

SAMPLE NEWS RELEASE
300 Words

(Town) Head Start Program
Address
Contact Name
Telephone

The (name of program) is recruiting handicapped children to take part in the program.

The children are being enrolled to use the full range of Head Start education, health, and other program services under a new Congressional mandate providing 10 percent of Head Start enrollment nationwide for the handicapped.

The mixing of handicapped and nonhandicapped children is expected to give all the children a valuable experience in learning to understand and respect differences among people.

For more information or to enroll a child, call (telephone number) or come by (name of program and address).

_____ (This is where large newspapers will probably stop)_____

In the program, a handicapped child is encouraged to think less about his disability and more about his strengths as he relates to other children. By learning and playing with children who are not handicapped, the child improves his self-image, overall development and sense of belonging.

Head Start staff workers are trained to work with handicapped children and their families. The program also works with other agencies in the community to provide the full range of services a handicapped child may need.

The new Congressional directive defines handicapped as "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired children who ..... require special education and related services."

Head Start began in 1965 under the Department of Health, Education and Welfare as a program for preschool children of low-income families.

APPENDIX C

DIRECT MAIL SAMPLE LETTER

GO-GET-'EM HEAD START CENTER

Recruitment Way
Collaboration City, U. S. A.

00 Month 0000

Mr. Busy Bureaucrat
Dept. of Red Tape
Confusion Road
Collaboration City, U.S.A.

Dear Friend:

Did you realize that "Head Start is for the Handicapped, too?" It is. As a result of Head Start legislation, thousands of preschool handicapped children are now learning and playing with non-handicapped children in the Head Start Programs across the country. At least ten percent of our enrollment space is allotted for the Handicapped Child. This usage is based on the recognition that the handicapped is first and foremost a "child" and, like all children, can benefit from an individualized developmental program such as ours.

I would like to ask your help in informing the community of the availability of our services. It is our hope that we can reach all children who are not being served by existing programs. For those children already involved with specialized programs and agencies, we would like to offer collaborative services. Where it is feasible we can provide the opportunity for the child to be in our Center part time so he might have the benefit of a developmental environment with non-handicapped children of the same age.

Because we are committed to the use of existing resources and want to avoid the duplication of services, I am most eager to enlist your help in determining how our program may be used in furthering the development of a broad range of services to the handicapped child and his family.

I am enclosing additional information about our program and would appreciate your sharing this with your staff and with anyone who might be interested in our services. We have additional material and information available, and I would welcome the opportunity to talk further with you and/or your staff. I can be reached at 000-0000.

Thank you so much for your help, and I hope we will have the opportunity to talk in the near future.

Sincerely,

Jane Doe
Director

JD/ms

Enclosures:

APPENDIX D

DIRECT MAIL SAMPLE LETTER

GO-GET-'EM HEAD START

Recruitment Way
Collaboration City, U. S. A.

00 Month 0000

Mr. Busy Bureaucrat
Department of Red Tape
Confusion Road
Collaboration City, U.S.A.

Dear Friend:

Enclosed is the material we discussed in our telephone conversation on 00 Month. I hope that it will further clarify our program and effort to recruit any handicapped child in need of the services of our center. I greatly appreciate your willingness to help me in this endeavor, and know that your agency has much to offer in uncovering existing needs in the community. Only with collaboration between agencies such as ours can the community be made aware of the total range of existing services.

Please post and distribute this material as you see fit. If you have need of additional circulars, or require the clarification of any point, do not hesitate to call me (000-0000). Any further suggestions you might have for enhancing our recruitment efforts will be greatly appreciated.

Sincerely,

Jane Doe
Director

JD: nl

Enclosures:

SLIDE-TAPE SCRIPT

HEAD START IS FOR THE HANDICAPPED, TOO!

1 (10 seconds for title)

2 OK everybody, let's get ready!
If you're happy and you know it clap your hands, (sound of clapping hands)

3 If you're happy and you know it, clap your hands, (sound of hands)

4 If you're happy and you know it, then your face will surely show it
If you're happy and you know it, clap your hands! (sound of hands)

5 If you're happy and you know it, stamp your feet, (sound of feet)

6 ONE OF THE MOST IMPORTANT SERVICES HEAD START OFFERS THE YOUNG
If you're happy and you know it, stamp your feet

HANDICAPPED CHILD
If you're happy

7 IS THE OPPORTUNITY TO BE IN A DEVELOPMENTAL ENVIRONMENT WITH
and you know it then your face will surely show it,

NON-HANDICAPPED CHILDREN OF THE SAME AGE.
If you're happy and you know it, stamp your feet. (sound of feet)

8 If you're happy and you know it, give a smile, (pause)

9 If you're happy and you know it, give a smile, (pause)

10 If you're happy and you know it then your face will surely show it.
If you're happy and you know it, give a smile! (pause)

11 Project Head Start is a child development program for preschool children age three through five.

12 Administered by the Department of Health, Education and Welfare through the Office of Child Development,

13 Head Start provides comprehensive educational and social services,

14 parent involvement,

15 and health services to children of low-income families.

16 Even though Head Start has always had a policy of open enrollment for all eligible children, including children with handicaps, the number of handicapped children enrolled has been relatively low.

HEAD START IS FOR THE HANDICAPPED, TOO!

Concerned that the needs of preschool handicapped children were not being met, the United States Congress passed a law in 1972 which ensured enrollment places for them in Head Start.

This legislation defines "handicapped" as children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or children who have other health impairments requiring special education and related services.

Head Start has recently given high priority to the enrollment of young handicapped children not presently served by other agencies. This priority is based on the belief that children with special needs are, first of all, children and like all children, they can benefit from a comprehensive developmental program such as Head Start.

As a result of this legislation thousands of preschool handicapped children are now learning and playing with non-handicapped children in Head Start classrooms across the country.

Staffs of Head Start centers receive special training in areas such as teaching methodology, curriculum planning, classroom assessment of each child's development, specific handicapping conditions, and family involvement to improve their skills in working with handicapped children and their families.

One of the valuable characteristics of Head Start is provision of an individualized, developmentally-based program designed to meet each child's unique needs, capabilities and circumstances.

Such an approach is well-suited to helping children with special needs.

HEAD START IS FOR THE HANDICAPPED, TOO!

Handicapped children have access to the full range of Head Start education, health and other services provided all children in the program.

This integrated setting of handicapped and non-handicapped provides a valuable experience for all children in learning to understand and respect human differences.

The handicapped child is encouraged to focus less on his disabling condition and more on his strengths as he related to other children.

This experience of learning and playing with non-handicapped children

plays an important role in fostering the handicapped child's self-image, overall development and increasing his sense of belonging.

Parents and teachers have found handicapped children becoming more sociable, independent, and self-reliant as a result of their participation in Head Start.

Many parents of severely impaired children feel Head Start has had a significant impact on their lives

providing relief care, special services and alternative constructive ways of thinking about their children.

Head Start hopes to assist families in meeting these special needs of their children.

Many handicapped children require special services such as special education, orthopedic devices or special health services.

Because Head Start is not a clinic for intensive treatment, it cannot assume the total responsibility for the staffing of the many specialists who are needed.

Head Start does, however, seek to work closely with other agencies in the community to enable the child to receive the full range of special services he needs.

Many Head Start programs have developed arrangements with other agencies so that a handicapped child may spend some of his time in Head Start and his remaining time with the agency providing highly specialized services.

This collaboration can both assure the child of getting proper help

and assist Head Start staff on how best to work with the child while he is in the program.

In its effort to reach handicapped children, Head Start asks the assistance of local resources in the following ways:

HEAD START IS FOR THE HANDICAPPED, TOO!

55 informing the community of its services so that children not presently receiving services can be reached;

56 assisting in recruitment of handicapped children and volunteers;

57 participating in screening and assessment of handicapped children;

58 and providing special program services for children and training and technical assistance to program staffs.

59 As Head Start gives greater attention to providing for children with special needs

60 they know that through this effort all children will benefit.

61 Head Start is for the handicapped, too!

62 (logo)

63 (credit slide)

64 (funding slide)

APPENDIX F

EVALUATION FORM A
STRATEGIES OF RECRUITMENT USED

Targets of Recruitment	Bumper Stickers	Buttons	Billboards	TV	Radio	Newspapers	Circulars	Flyers	Posters	Brochures	Mail	Door to Door	Slide-Tape Show	Lectures
Head Start Families														
General Public														
Service Groups														
Public Health Dept.														
Mental Health Clinics														
Dev. Dis. Councils														
Public Schools														
Assoc. Retarded Citizens														
Local Assoc., i.e. Easter Seal														
Physicians														
Crippled Children's Clinics														
Churches														
Dept. of Social Services														
Speech and Hearing Clinics														
Local CEC Chapters														
Institutions														
Big Brothers & Big Sisters														
Universities & Community Colleges														
Hospitals														
Other														

APPENDIX G

EVALUATION FORM B

RESULTS OF RECRUITMENT

1. Total Number of Handicapped children recruited ....._____

2. Total Number of Handicapped children who were already diagnosed as handicapped referred by other agencies ..._____

3. Number of children recruited ....._____

4.

Source of Referral	Number of Children Recruited
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Rank of three top recruitment strategies responsible for enrollment of handicapped children.

   1. _____

   2. _____

   3. _____

6. Total Number of Children enrolled in Head Start Program .._____

7. Total Number of Children professionally diagnosed as handicapped ....._____

APPENDIX H

Explanation of Recruitment
Evaluation Form B

I. "Total Number of Handicapped Children Recruited" ...
refers to the total number of handicapped children who were enrolled as a result of the effort to recruit handicapped children. This number would not include typical Head Start enrollment that revealed handicaps after enrollment. Please include only those handicapped children who were enrolled as a result of the legislative mandate. We are trying to determine how many children will be receiving mainstreaming services as a result of Head Start's effort to include the handicapped.

II. "Total Number of Handicapped Children Who Were Already Diagnosed as Handicapped Referred by Other Agencies" ...
This evaluation item seeks to determine how many of the enrolled handicapped children who had been referred by other agencies were previously diagnosed as handicapped.

III. The primary intent of the legislative mandate is to provide preschool experiences for handicapped children who might otherwise be denied such services. This item refers to children recruited but could not be served because of limited enrollment places.

IV. "Source of Referral - Rank in Order of Frequency" ...
The Office of Child Development is anxious to learn which referral sources have provided the richest resource for recruitment of handicapped children. Your Head Start records should include the source of referral of all handicapped children. Please record in order of frequency of referral. For example: the Department of Public Health may refer 6 children - but your agency may be able to enroll only three of these handicapped children. These data provide documentation of the efficacy of funding services to the handicapped.

V. "Rank the Three Top Recruitment Strategies" ...
The Office of Child Development will be interested in learning what strategies of recruitment were most successful for your agency. Rank these according to your best judgement. However, your records could reflect questions to referral agencies on how they learned that Head Start is serving the handicapped. This information can be very helpful to other regions who may wish to replicate the Region IV Recruitment Campaign.

VI. "Total Number of Children Currently Enrolled in Head Start"...
refers to the actual number of Head Start enrollment on March 1, 1976. This number will not reflect summer enrollment or children who have been dropped from the Head Start rolls.

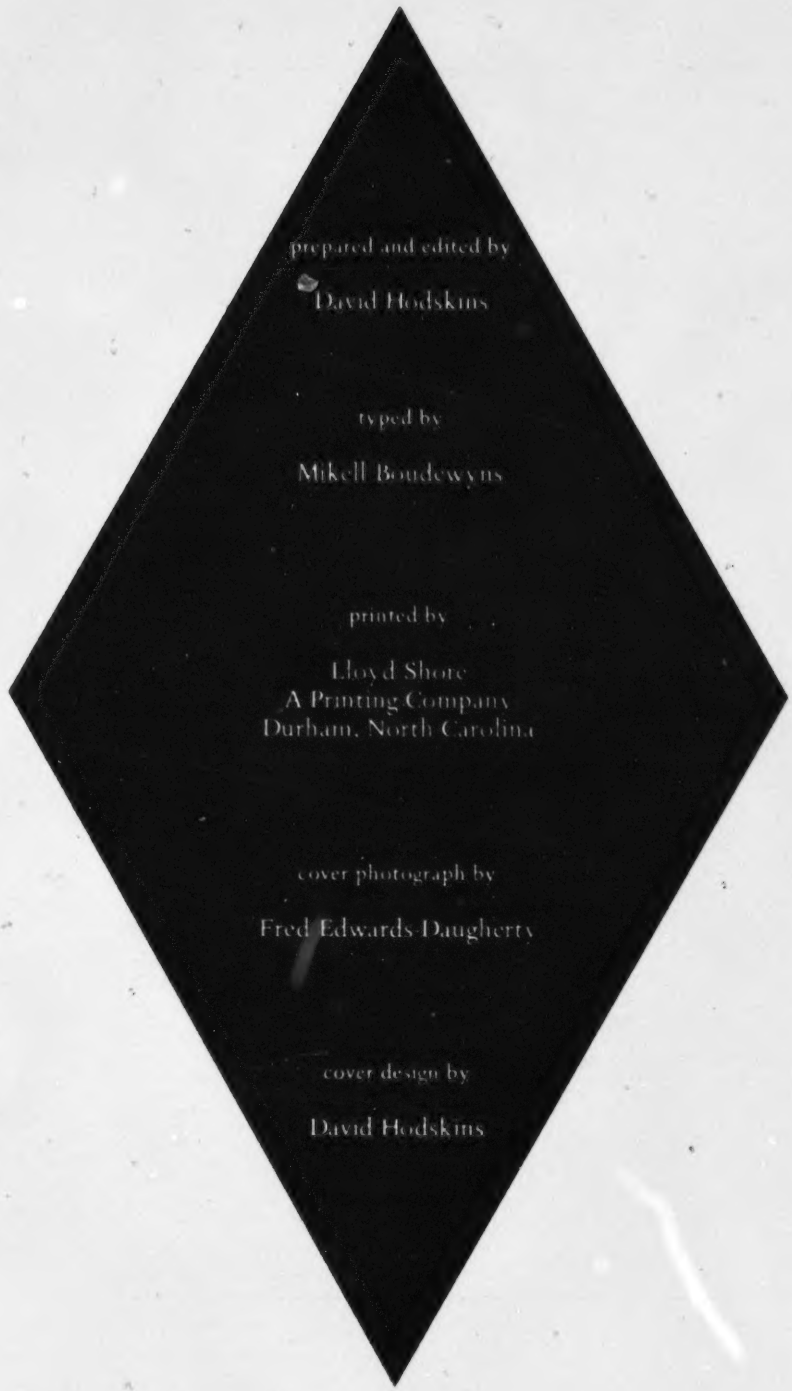
VII. "Total Number of Children Professionally Diagnosed as Handicapped"...
refers only to those children who are currently enroiled (March 1, 1976) whose handicaps are documented by professional diagnosis. Do not include children who were enrolled but were then dropped from the Head Start rolls.

HEAD START is for the HANDICAPPED, TOO!

The following materials are available on a non-profit basis from the Chapel Hill Training-Outreach Project. They were designed as a coordinated effort to assist Head Start personnel in the recruitment of handicapped children.

1) The bumper sticker is a 2-color, 3"x11", silkscreened sticker with Head Start logo, and recruitment slogan: "Head Start is for the Handicapped, Too!"
2) The button is 2-color, 2 inches in diameter and has the recruitment slogan: "Head Start is for the Handicapped, Too!"
3) This is 16mm color film, with sound, fully prepared for use on TV. The last five seconds are left for local Head Start centers to identify themselves. 60 seconds in length.
4) Similar to #3, but only 30 seconds long.
5) This is one 35 mm color slide with the Head Start logo and recruitment slogan, "Head Start is for the Handicapped, Too!" The bottom half of the slide is left blank for local TV station to add their name and call letters.
6) This is mimeographed copy that can be sent to radio stations and read live on the air.
7) This is a fully-prepared tape for radio broadcast (7½ i.p.s.; full-track mono) distributed on 5-inch reels with 3-inch hubs. The tape has both a 30-second and 60-second spot. On both, the last five seconds are left blank for local Head Start centers to identify themselves.
8) The newspaper display ad contains an evocative photograph, topic sentences of services to the handicapped, and identifying space for local Head Start agency.
9) The news release article describes Head Start's services to the handicapped in typical journalistic style.
10) The circular is a one-page (8½x11), one-color, both-sides-printed summary of Head Start's services to the handicapped, with photo and illustration, to be used in a mailing campaign.
11) The poster is highlighted by a 3-color illustration. At 12" x 20", with descriptive copy about Head Start's services to the handicapped, the poster is intended to be used in laundromats, town halls, and other public gathering places.
12) Two copies of a direct mail sample letter, to be used in conjunction with the circular (#10) and the slide/tape show (#14) in contacting resource agencies, civic organizations, etc.
13) The doorknob hangers are die-cut so that they can be left on doorknobs in a canvassing effort. They are designed with a space for local agency identification and a "returnable coupon" for interested persons.
14) The slide/tape show is approximately 9 minutes long and describes Head Start's services to the handicapped. It was designed for two audiences: resource agencies and civic organizations.
15) The billboard is a 2-color, 24-sheet poster with the Head Start logo and recruitment slogan, "Head Start is for the Handicapped, Too!"
16) The manual, "Guide to Recruitment," is intended for Head Start personnel in their effort to recruit handicapped children. It describes the rationale, target audiences, strategies (#1 - #15) and evaluation.

Please address recruitment orders to: Marie Sarubbi
Chapel Hill Training-Outreach Project
Lincoln Center, Merritt Mill Road
Chapel Hill, North Carolina 27514


prepared and edited by
David Hodskins
typed by
Mikell Boudewyns
printed by
Lloyd Shore
A Printing Company
Durham, North Carolina
cover photograph by
Fred Edwards Daugherty
cover design by
David Hodskins